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**FEDERAL STATE EDUCATIONAL STANDARDS AND GREAT
PEDAGOGICAL HERITAGE, OR HOW TO IMPROVE
THE QUALITY OF EDUCATION**

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Introduction of Federal state educational standards entails a growing need for comparability of the results of the control of activity of educational institutions and the assessment of its work. The main result of education is considered on the basis of the activity approach as the achievement of learners with new levels of development based on the development of them as a universal way of action and the ways in specific disciplines. This is the distinctive feature of new standards of General and professional education. The idea of connecting the system and active approaches belongs mainly of national scientists, and regarded her, for the effective implementation of the Federal state educational standards, first, we have in the works of the outstanding teachers of the 19-20 centuries, such as A.S. Makarenko, V.A.Sukhomlinsky, S.T. Shatsky, K.D. Ushinsky.

Currently in the theory and practice of General and professional education of the popular idea individually-oriented training to meet the needs of students, that, certainly, is directly connected with the problem of quality of preparation of graduates. Thus, the necessity of sustaining the ability of the education system to respond flexibly to requests identity and the changing needs of the market economy. But the problem of quality assurance requires a scientific substantiation and updated criteria and indicators of educational outcomes.

Keywords: quality of education, the Federal state educational standard, the requirements of modern society, pedagogical heritage.

ФГОСы И ВЕЛИКОЕ ПЕДАГОГИЧЕСКОЕ НАСЛЕДИЕ, ИЛИ КАК ПОВЫСИТЬ КАЧЕСТВО ОБРАЗОВАНИЯ

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Введение федеральных государственных образовательных стандартов влечет за собой растущую необходимость сопоставимости результатов контроля деятельности образовательного учреждения и оценки его работы. Основным результатом образования рассматривается на основе деятельностного подхода как достижение обучающимися новых уровней развития на основе освоения ими как универсальных способов действий, так и способов, специфических для изучаемых предметов. В этом состоит отличительная особенность новых стандартов общего и профессионального образования. Идея соединения системного и деятельностного подходов принадлежит в основном отечественным учёным и рассматривалась ее, для эффективного введения федеральных государственных образовательных стандартов, в первую очередь, необходимо в работах выдающихся педагогов XIX-XX веков, таких как А.С.Макаренко, В.А.Сухомлинского, С.Т.Шацкого, К.Д.Ушинского.

В настоящее время в теории и практике общего и профессионального образования популярна идея индивидуально-ориентированного обучения для удовлетворения потребностей обучающихся, что, безусловно, напрямую связано с проблемой качества подготовки выпускников. Таким образом, на первый план выходит задача обеспечения способности системы образования гибко реагировать на запросы личности и изменение потребностей рыночной экономики. Но проблема обеспечения качества требует научного обоснования и обновленных критериев и показателей результатов образования.

Ключевые слова: качество образования, федеральный государственный образовательный стандарт, требования современного общества, педагогическое наследие.

Distinguished for our time change in the character of education - implementation of training of students and future young specialists on the basis of new Federal state educational standards, basic General, secondary and higher professional education based on competences. Forming of General and professional competence, for the young generation of the conditions for the successful realization of a personality.

Accordingly, increases personal orientation of the educational process. Individually-oriented learning in the context of the introduction of the GEF provides enormous opportunities to meet the needs of the student due to the fact, that enables him to choose the content and form of organization of educational process, i.e. to choose a profile training, courses, training modules, subjects or courses in educational institutions, as well as the possibility of learning the selected content of education elected by the methods and forms of activity, the pace of implementation in education. It is quite achieved through individual learning plans preuniversity training, with the involvement of the faculty of specialized universities, systematic participation in Olympiads, scientific conferences of pupils and students, research competitions etc [1, p.116].

Of course, the quality of education graduate school directly connected with the problem of quality of preparation of students of vocational school and respectively with the problem of quality of young specialists, and thus, the problem of the development of infrastructures [2, p.57].

To guarantee the quality of educational services are introduced Federal state educational standards 2 years they are implemented in institutions of vocational education in primary and General education. Would be a mandatory training on GEF: at the stage of basic General education (grades 5-9) with the 2015-2016 school year; the secondary (complete) General education (10-11 classes) with 2020-2021 academic year [5, p.11].

For the first time in the structure of the GEF are the requirements to the conditions of education, therefore, the criteria of quality as applied to the graduate educational institution, that is to a potential entrant may be determined as follows:

1) harmonization of the self-assessment, pragmatism and universalism in the profession. Today there is a significant difference between the qualities that the University expects from the entrant and qualities that employers expect graduates of professional educational institutions. It lies in the fact that modern graduates have: high self-esteem, explicit pragmatic attitudes in professional activities, absence of universalism in the profession, and at the same time - high mobility.

2) the availability of social qualities. First, it is the expectations associated with the presence of certain social qualities of the applicants. These include: responsibility, skill to communicate, correct speech, ability to learn discipline.

Secondly, it is the quality of a moral order, respect for people, orientation on intangible values, respect for the traditions of the enterprise. And only in the third phase appear expectations associated with the desire to develop professional competencies.

In other words, first of all in the graduate school is appreciated responsibility. The second theoretical knowledge and more graduate school still don't know how, because of our system of education practical skills person acquires only the particular enterprise, after graduating school, College or University. Of course, a good example of getting practical skills in Russia there is a medical universities: to obtain the diploma of the doctor needs-year internships, in other words - year practice.

It is clear that the obligation, discipline - these are the qualities that are brought up in school and not in doubt is the main thing in a person, if not raised in school - useless all efforts of the professional educational institutions and employers in high-quality training of future specialists. Further, decent set of theoretical knowledge and professional desire to do the job he was supposed to do, will create the preconditions for the development of skills.

That is, it becomes apparent that their students to professional school awaits value match the situation where they have to in the future study and work. Availability of professional skills, certainly plays a role, but clearly not of paramount importance.

Thus, one of the tasks of the new standard is to deploy in a greater degree training education. Standard positioning school as a carrier of social identity. «Schools should educate a citizen and patriot, disclose the abilities and talents of young Russians, to prepare them for life in a high-tech, competitive world. The educational institutions must constantly interact and cooperate with the families of the students in other subjects of socialization, based on national traditions» . [6]. In the basis of the Standard is a system-activity approach, which presupposes: the upbringing and development of their personality, which meet the requirements of the information society and innovative economy. But the upbringing and development of the personality begins with the consciousness of the human being with regard to its opinions and interests, with the creation of conditions which would enable the identity of fully self-actualization. New Federal educational standards of the second generation, though fundamentally new for the Russian school of the document, the preconditions for the idea and its development lie far in the history of the development of national pedagogy and education system in General. Now, when address the main tasks of democratization of education, the idea of training and development of Soviet teachers, such as A.S.Makarenko, V.A.Sukhomlinsky, S.T.Shatsky, K.D. Ushinsky, and many others are of particular relevance.

Our society today more than ever need a personality that could say the words of Anton S. Makarenko, «I want to be a happy man, but the way to go, if I shall do to all the others were happy. Then I'll be happy. In our every deed must be a thought about the team ... on the universal luck». [3, p. 4]. This is the beginning of a high moral especially important now, when we experience the shortage of kindness, sympathy, and compassion.

The concept of spiritually-moral development and education of the person of the citizen of Russia essentially is a methodological basis of development and implementation of new GEF. And in the ideas of education Vassily A. Sukhomlynsky red line runs the statement that the teacher must in conversations with students to disclose public life goals, such as patriotism, reference to such values as love, family pleasures and sorrows, friendship, joy of being. He considered these values are the basis for the development of socially significant features and qualities of the person. In one of the latest notebooks Vassily A. Sukhomlynsky wrote: «My teaching faith consists in doing good to others and was doing good within yourself... here we come to the Holy of holies education: each pupil should be your personal ascent to the top of moral virtue, its take-off, its intensity, its Dankov moment burning heart. Bring everyone to this - this is the meaning of education» [4, p. 6].

In the new Standard trace clearly the orientation of the family, and the close cooperation of family and school as partners, not warring parties.

Stanislav T. Shatsky - one of the great didactics beginning of the 20th century was convinced that all subsequent moral development of a child depends entirely how parents, schools and teachers were able to in the first years of school life form in the little man's ability to compassion, natural need of a good deed, upbringing of a moral attitude to family life.

As a rule, educational standards are updated every ten years, and the great pedagogical postulates are independent, they are interpreted in a modern way. Thus, referring to the literary monuments of domestic pedagogical heritage, each teacher will open for the door that without unnecessary emotions, without dipping into your documents with scientific, sometimes complicated terminology, simply will not implement new Federal state educational standards, but also foster a «loving his people, their land, their Homeland; respecting and accepting the values of the family and society; inquisitive, active and interested in exploring the world of» human citizen.

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